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ABSTRACT

A study involving English Composition and Remedial English classes at five community colleges was conducted during Winter 1978 to test the effectiveness of the Response System with Variable Prescriptions (RSVP) Program for Individualized Analysis of Writing, a software package designed to produce feedback statements that reinforce student learning and help correct writing errors. During the study, six sections of Freshman Composition and three sections of Remedial English were taught with RSVP. In these classes, faculty examined student essays, marked computer cards with the errors needing prescription statements, and distributed the RSVP-generated reports to their students. An equal number of sections in both courses were taught without RSVP, and both groups of students underwent two objective and one essay test at the beginning and end of the course. At the end of the quarter, questionnaires were distributed to determine student attitudes toward writing and the class itself, and to solicit faculty opinions concerning the RSVP system. Major findings indicate that while most students and five of the nine instructors rated the RSVP system positively, pre- and post-essay-tests did not yield statistically significant differences between the RSVP and non-RSVP groups. Questionnaires and sample feedback statements are appended. (JP)

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RSVP

FEEDBACK PROGRAM FOR INDIVIDUALIZED ANALYSIS OF WRITING

RESEARCH REPORT

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RSVP

Feedback Program for
Individualized Analysis of Writing

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PREFACE

Developing a sophisticated computer-based feedback program for writing is a challenging task, as are the obligations of implementing the program and the responsibilities of evaluating its effectiveness at the same time. These challenges were met in this project.

Our special thanks are extended to: Dr. William M. Goodwin, Director of the Bureau of Measurement and Research, University of Miami, and Dr. John Losak, Director of Institutional Research, Miami-Dade Community College, for their assistance in planning and reporting the research study; to Dr. J. Evans Alloway and Dr. Gertrude C. Conlan of Educational Testing Service for assuming the responsibility of scoring the essay tests; to Dr. Hyman Field, Extended Learning Institute, Northern Virginia Community College, Dr. Roger Pool, Dallas County Community College, Dr. Dave Groth, Broward Community College, and Dr. Phil Dolce, Bergen Community College, for their collaboration in this project; and to the Exxon Education Foundation for their financial support.

In the final analysis, the credit for the successful completion of this complex study goes to the numerous faculty and administrators who invested their time in developing and reviewing the RSVP Feedback Program and committed themselves to try it out. As the program continues to be used under varying conditions, we hope that the research efforts will also continue. The combined effects of practice and research will, no doubt, enhance the program in the interest of student learning.

Kamala Anandam
Project Director

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A. INTRODUCTION

The lack of writing skills on the part of students graduating from high schools, colleges, and universities is discussed and deplored in publications of all sorts. Numerous projects, programs, and studies have been conducted in the recent past and are currently being pursued to find ways to help students improve their writing abilities. These efforts have exposed writing faculty to numerous handbooks on writing, a variety of approaches to teaching writing, and a growing series of audio-visual materials. Despite all these instructional aids, the task of providing individualized feedback to students based on an analysis of their writing--at whichever stage of the writing process is deemed best--is monumental. What has been needed is a computer-support program that becomes an integral part of the total instructional effort, affecting and being affected by the faculty who use it.

The present paper describes a computer-based instructional management program that assists faculty in providing individualized feedback to their students and keeps meticulous records of students' writing and faculty's feedback activities. The computer software that was used for this program is RSVP (Response System with Variable Prescriptions). Written in FORTRAN and assembly language, RSVP operates on an IBM 370/155-MVT with OS computer.* Parenthetically, it should be mentioned that RSVP can be programmed by faculty for any course offered in any educational setting. The term "prescriptions" in the name RSVP stands for individualized feedback statements that are intended to reinforce students for the correctness of their responses, assist them in correcting their errors, and/or expand their understanding of basic writing concepts.

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*Documents on RSVP are available upon request.

Based on designs determined by the faculty, these feedback statements are combined and printed as a cohesive letter of communication from faculty to individual students.

B. DESCRIPTION OF THE RSVP FEEDBACK PROGRAM FOR INDIVIDUALIZED ANALYSIS OF WRITING

The RSVP Feedback Program was developed over a period of one year and was funded by the Exxon Education Foundation. The development, review, and revision of the program involved thirty-five faculty from five community colleges and two universities. At the time of the experimental study reported in this paper, the program had a total of 171 prescriptions for positive reinforcement and/or correction of commonly observed errors in students' writing. These prescriptions, which span the areas of both grammar and rhetoric, are grouped into three levels: Level A includes fifty prescriptions written at the seventh-grade reading level for the basic level of writing; Level B includes seventy-two prescriptions written at the ninth-grade reading level for the intermediate level of writing; Level C includes forty-nine prescriptions written at the eleventh-grade reading level for the superior level of writing. Edward Fry's Graph for Estimating Readability was used to assess the reading levels of the prescriptions.*

The faculty who used the RSVP Feedback Program were free to select their own textbooks, teaching methods, and grading policies. The program functioned as a support system for faculty who were teaching freshman composition and developmental/remedial courses. Strategies involving group instruction, peer

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*Edward Fry, Reading Instruction for Classroom and Clinic (N.Y.: McGraw Hill, 1972), p. 232.

tutoring, audio-visual instruction, and student-teacher conferences were served equally by the RSVP Feedback Program.

The flow of activities in the RSVP Feedback Program was as follows:

1) students wrote;

2) faculty read each essay as a whole and chose a level (A, B, or C);

3) faculty examined each essay analytically and selected the errors for prescriptions (not more than five at a time was the recommended number);

4) faculty marked a computer card for the selected prescriptions;

5) faculty submitted the cards for computer processing; and

6) faculty picked up the RSVP-generated student reports (generally called RSVP letters) for distribution to students.*

A chart of these activities is given on the next page. In addition to providing the computer-printed letters, RSVP kept track of how often a prescription was requested for which student, for which essay, and at which level, and it provided this information in a Status Report for the faculty and students. (See Appendix A.)

C. THE EXPERIMENTAL STUDY

1. Selection of Faculty and Students

The RSVP Feedback Program for Individualized Analysis of Writing was field tested for one term (semester/quarter) by nine faculty from five community colleges. All nine faculty used the RSVP Feedback Program for one section of a course; three taught at the developmental writing level and the remaining at the freshman composition level. Seven of the faculty taught another section of

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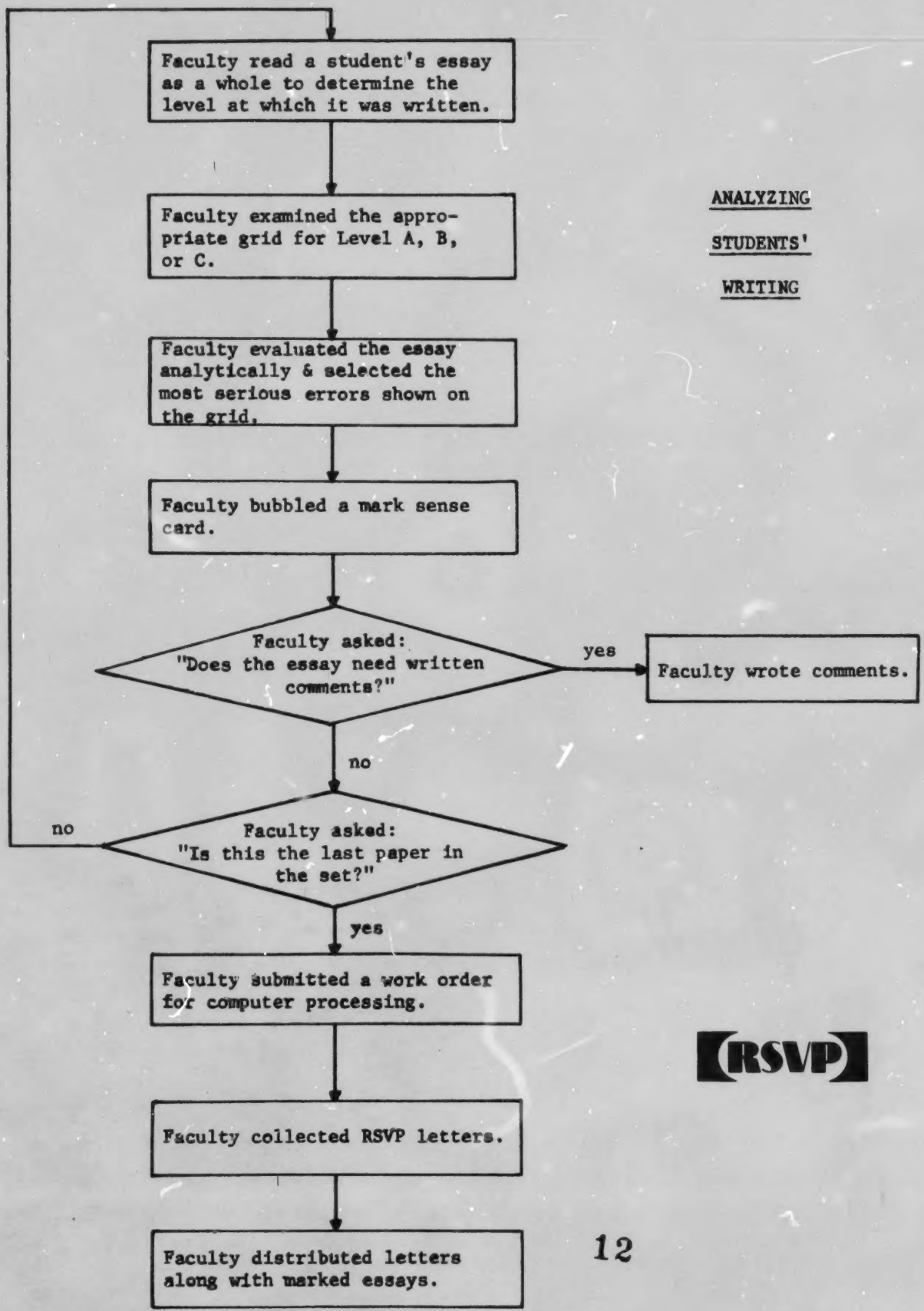
*Complete details on all these steps are provided in the Manual for Faculty Users -- Parts I, II, and III, which are available upon request.


Faculty read a student's essay as a whole to determine the level at which it was written.
Faculty examined the appropriate grid for Level A, B, or C.
Faculty evaluated the essay analytically & selected the most serious errors shown on the grid.
Faculty bubbled a mark sense card.
Faculty asked: "Does the essay need written comments?"
yes
Faculty wrote comments.
no
Faculty asked: "Is this the last paper in the set?"
no
yes
Faculty submitted a work order for computer processing.
Faculty collected RSVP letters.
Faculty distributed letters along with marked essays.

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the same course without using the RSVP Feedback Program. In addition, in eight out of the nine situations, another faculty member who taught a parallel course was selected as a control instructor.

As a first step, nine faculty who volunteered to try the RSVP Feedback Program were identified. Second, an attempt was made to obtain two sections of the same class for each of the nine faculty--sections that met on the same days of the week and same period of the day (morning, afternoon, or evening). Third, an attempt was made to obtain a comparable control faculty for each of the experimental faculty, comparability being judged by the chairpersons of the department and/or by the experimental faculty. Not all attempts to identify comparable sections or control faculty were successful.

In the remaining part of this report, the freshman composition classes are referred to as "F" groups and the developmental writing classes are referred to as "D" groups; the experimental classes with RSVP are referred to as "R" groups, the classes without RSVP that were taught by the same faculty member are referred to as "N" groups, and the settings (meaning institutions or campuses) are referred to as "1," "2," "3," etc. Consequently, the expression FR1 represents a freshman composition section using RSVP in the first setting; and the expression DN5 represents a developmental writing section not using RSVP in the fifth setting. Although some control classes taught by another faculty member in the same setting were included in the collection of data, they are not included in the analyses because of too large an inequality in students' pre-test scores.

2. Pre- and Post-test Measures

Several criteria were considered in the selection of tests for the study--their suitability for freshman composition and developmental writing classes,

their validity and reliability, their cost, the ease of and the time needed for their administration, their scope of measuring variability in students' writing abilities, and their sensitivity to capture changes in students' writing abilities. The tests selected, which met most of the criteria, were: 1) two objective tests: "Comparative Guidance and Placement Program: Written English Expression" (WEE) test for use in all classes, "STEP Series II: English Expression" test for use in freshman composition classes, and "Descriptive Tests of Language Skills (DTLS): Usage" for use in developmental writing classes; and 2) one essay test for use in all classes.

General Attitude questionnaires were administered at the end of the experiment to the students and faculty in all classes. The student questionnaire (Appendix B) consisted of thirty-nine questions representing two attitudes: one toward writing (thirteen items) and one toward the class (twenty-six items). The faculty questionnaire (Appendix C) consisted of twenty-six questions representing four attitudes: toward computers (five items), toward grading this class's papers (six items), toward teaching this class (six items), and toward this class's performance (nine items).

The General Attitude questionnaires for students and faculty were locally constructed and were checked for content validity by English and measurement faculty. The student General Attitude questionnaires were pilot tested for internal consistency* with fifty-five students in one freshman composition and two developmental writing classes. Cronbach's coefficient alpha for the student General Attitude questionnaire was 0.78 for attitude toward writing and 0.96 for

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*Internal consistency refers to how consistently individuals respond to several items on a topic (or aspect of a topic) in a test or questionnaire. Cronbach's coefficient alpha is one measure that quantifies the internal consistency. A value of 1.00 for coefficient alpha represents perfect positive consistency.

attitude toward the class. In the experimental study, the coefficient alpha was as follows for the RSVP and non-RSVP groups:

	RSVP	Non-RSVP
Attitude toward writing	0.79	0.74
Attitude toward class	0.91	0.92

In addition to the above two questionnaires, RSVP Attitude questionnaires were administered at the end of the experiment to the students and faculty in the RSVP groups. These questionnaires (Appendixes D and E respectively) also were locally constructed and were checked for content validity by English and measurement faculty. The coefficient alpha for the student RSVP Attitude questionnaire was 0.75 in the pilot test with fifty-nine students and 0.81 in the experimental study with 122 students.

3. Collection of Data

All the tests and attitude questionnaires were administered by the project researcher and/or the testing personnel in each setting. The administration of the pre-tests spread over the first three weeks of the term; the administration of the post-tests spread over the last two weeks of the term. The test administration each time required two or three class sessions for each group. The completion rates for the various measures used in the present study are shown in Table 1.

Table 1. Number of Students Who Completed Pre- and Post-tests.

RSVP Groups				Non-RSVP Groups			
Group	Objective Test 1	Objective Test 2	Essay Test	Group	Objective Test 1	Objective Test 2	Essay Test
FR1	10	10	10	FN1	11	11	9
FR2	18	17	17	FN2	20	18	17
FR3	14	13	14	FN3	12	10	13
FR4	10	10	10	FN4	8	7	8
FR6	18	18	15	FN6	-	-	-
FR7	13	14	14	FN7	12	13	12
DR2	18	18	17	DN2	-	-	-
DR3	13	15	14	DN3	13	14	16
DR5	12	13	13	DN5	14	14	13
Total	126	128	124	Total	90	87	88

The number of students who completed the General Attitude and RSVP Attitude questionnaires administered at the end of the experiment is shown in Table 2.

Table 2. Number of Students Who Completed Attitude Questionnaires.

RSVP Groups			Non-RSVP Groups	
Group	General	RSVP	Group	General
FR1	11	10	FN1	13
FR2	18	18	FN2	20
FR3	16	13	FN3	15
FR4	10	11	FN4	8
FR6	6	15	FN6	-
FR7	-	14	FN7	-
DR2	17	10	DN2	-
DR3	17	14	DN3	14
DR5	13	17	DN5	16
Total	108	122	Total	86

All the faculty completed the General Attitude questionnaire; the faculty in the RSVP groups also completed the RSVP Attitude questionnaire.

D. DEGREE OF IMPLEMENTATION OF TREATMENT

The RSVP Feedback Program was implemented for one term (quarter/semester). The length of the term ranged from ten to fifteen weeks. A total of 1,097 essays were analyzed by the experimental faculty and processed by RSVP--421 at Level A, 572 at Level B, and 104 at Level C. A total of 1,957 prescriptions (including first-, second-, and third-time) were generated by RSVP for 190 students. The five most frequently requested prescriptions for correction of errors at each level are presented in Table 3.

Table 3. The Most Frequently Requested Prescriptions by Level.

	Number at Level A	Number at Level B	Number at Level C
Run-on	53	-	-
Subject/verb agreement	50	57	-
Curtailed verb--omission of "ed" ending	47	-	-
Lack of capitalization	43	-	-
Spelling: rule-related errors	42	68	-
Diction: meaning not clear	42	-	-
Comma splice	-	70	-
Inadequate introductory paragraph	-	65	-
Dependent or subordinate clause used as a sentence	-	54	-
Problems with modifiers, details, diction in descriptive writing	-	-	9
Problems with examples, stance, diction in persuasive writing	-	-	5
Problems with point of view, tense, pace, detail in narrative	-	-	4
Fragment	-	-	4
Diction: trite, stilted, lifeless, inflated language	-	-	3

All the prescriptions that were requested by the faculty using RSVP are presented by grid level in Appendix F.

The extent of individual students' exposure to the RSVP letters is summarized in Table 4.

Table 4. Number of RSVP Letters Received by Students by Instructor.

	FR1	FR2	FR3	FR4	FR6	FR7*	DR2	DR3	DR5	Total
Total number of students.	13	24	18	19	22	19	25	26	24	190
Number of students receiving:										
Ten RSVP letters. .	-	-	-	-	9	-	-	-	-	9
Nine RSVP letters .	-	-	-	-	5	-	-	18	-	23
Eight RSVP letters.	5	-	-	-	4	-	-	2	12	23
Seven RSVP letters.	3	11	4	9	2	-	-	1	3	33
Six RSVP letters. .	-	8	3	3	1	-	5	1	2	23
Five RSVP letters .	1	-	-	2	1	7	5	-	-	16
Four RSVP letters .	3	-	3	2	-	5	6	1	-	20
Three RSVP letters.	1	3	3	2	-	3	5	-	-	17
Two RSVP letters. .	-	1	1	-	-	2	3	1	2	10
One RSVP letter . .	-	1	4	1	-	2	1	2	5	16
Total number of RSVP letters	81	137	73	106	192	70	101	199	138	1,097
Average number of RSVP letters per student	6	6	4	6	9	4	4	8	6	6

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

As can be seen from Table 4, the average and total numbers of RSVP letters received by the 190 students in the nine experimental groups were six and 1,097 respectively. From an experimental point of view, the number of RSVP letters received by each student (range of one to ten) and the differences in range among the experimental groups are critical factors in determining how adequately the RSVP Feedback Program was implemented. In terms of sheer quantity, groups FR6 and DR3 seem to have done better than the other groups.

How often the students wrote essays and received RSVP letters is one aspect of assessing how well the experiment was implemented. It does not tell the whole story, however. For instance, any prescriptive feedback for writing--if it is to be helpful--ideally should intervene between two occurrences of writing. Among the 1,097 instances of RSVP feedback, 1,020 (93%) were provided to the students on a timely basis. See Table 5 for data on individual settings. The timeliness of RSVP feedback ranged from 67% to 100%, with the developmental writing groups being more effective in this regard than the freshman composition classes. Groups FR2, FR6, and DR3 provided feedback on a more timely basis than the other groups.

Table 5. Provision of RSVP Feedback on a Timely Basis.

Group	Number of Students	Number of Letters Requested	% of Letters Requested on a Timely Basis
FR1	13	81	96%
FR2	24	137	100%
FR3	18	73	67%
FR4	19	106	73%
FR6	22	192	99%
FR7	19	70	89%
Total for F Groups	115	659	90%
DR2	25	101	96%
DR3	26	199	99%
DR5	24	138	96%
Total for D Groups	75	438	97%
Grand Total:	190	1,097	93%

Another dimension in assessing the implementation of the RSVP Feedback Program is the degree of shifting in the use of the three levels (A, B, and C) of prescriptions. As mentioned earlier, it was expected that the faculty

would select the level of prescriptions by reading each student's essay as a whole. Out of the 1,097 RSVP letters, there were 907 opportunities for changing levels once a student was started at any one level of RSVP feedback; and of the potential 907 opportunities for changing levels, 225 (25%) represented actual changes along the three levels of prescriptions (28% in the freshman composition classes and 25% in the developmental writing classes). See Table 6 for data on individual settings. The higher the percentage of changes, the greater the possibility that the level was selected for specific errors rather than on the basis of reading the essay as a whole. Groups FR1 and FR4 had the lowest percents of level changes.

Table 6. Changes in the Levels of Prescriptions Requested During the Experimental Study.

Group	Number of Students	Potential Number for Level Changes	Actual Number and Percent of Level Changes	
FR1	13	68	7	10%
FR2	24	113	33	29%
FR3	18	55	6	11%
FR4	19	87	9	10%
FR6	22	170	79	46%
FR7	19	51	16	31%
Total for F Groups	115	544	150	28%
DR2	25	76	32	42%
DR3	26	173	26	15%
DR5	24	114	17	15%
Total for D Groups	75	363	75	21%
Grand Total:	190	907	225	25%

In addition to the information provided by this data, informal conversations and on-site observations revealed that the experimental instructors sometimes selected a level because it contained a prescription for a specific error seen in a student's essay.

In summary, the degree of implementation of the RSVP Feedback Program was examined in terms of quantity of individualized feedback, timeliness of feedback, and systematic use of the levels of prescriptions. Considering the newness and sophistication involved in working with a computer-support system, one must say that the faculty did extremely well. For experimental evaluation, however, improvement would have been desirable in some of the criteria for some of the faculty.

E. RESULTS

1. Analysis of Data

The pre- and post-test writing samples, which were evaluated by the Educational Testing Service (ETS), provided the project investigator with a pair of holistic scores given by two independent raters for each sample. These scores, which ranged from 1 - 4, were then combined to yield a single score ranging from 2 - 8. (See Appendix G for a summary of the steps involved in the method of holistic scoring.) The scores, along with the students' answers to the objective tests and attitude questionnaires, were keypunched, and the data were then computer processed for: 1) scoring of the objective tests and questionnaires and 2) statistical analyses using SPSS (Statistical Package for Social Sciences-Version 8). The analysis of covariance* statistical procedure was applied to the pre- and post-test scores on the objective and essays tests. Descriptive analyses in the form of frequency distribution, means, and standard deviations for the sub-scores and total scores were performed for the student

*This statistical procedure compares the post-test scores between RSVP and non-RSVP groups after statistically adjusting for the differences in the pre-test scores.

and faculty questionnaires. RSVP provided the descriptive statistics on the numbers of assignments processed and the levels and kinds of prescriptions requested by the faculty for the RSVP groups.

Despite all the good intentions of participating faculty and the enormous efforts of the testing personnel, certain groups were not included in the analyses due to the lack of: 1) a sufficient number of students in a group and 2) a sufficient number of pre- and post-tests. Thus, the groups included in the final analyses are as follows:

FR1	FN1
FR2	FN2
FR3	FN3
FR7	FN7
DR3	DN3
DR5	DN5

2. Objective and Essay Tests

a. Freshman Composition Classes

The post-test mean scores adjusted for pre-test scores on the WEE test are presented in Table 7 for the pairs of RSVP and non-RSVP groups.

Table 7. WEE Post-test Mean Scores Adjusted for Pre-test Scores.

RSVP Groups			Non-RSVP Groups		
Group	Number	Adjusted Mean	Group	Number	Adjusted Mean
FR1	10	20.75	FN1	11	19.32
FR2	18	22.84	FN2	20	20.50
FR3	14	24.39	FN3	12	22.38
FR7	13	28.36	FN7	12	25.11
Total	55	24.02	Total	55	21.82

In comparing all the RSVP groups against all the non-RSVP groups, the F ratio in the analysis of covariance was 7.34, with a probability of .008. This means that the RSVP groups scored significantly higher than the non-RSVP groups.

The post-test mean scores adjusted for pre-test scores on the STEP test are presented in Table 8.

Table 8. STEP Post-test Mean Scores Adjusted for Pre-test Scores.

RSVP Groups			Non-RSVP Groups		
Group	Number	Adjusted Mean	Group	Number	Adjusted Mean
FR1	10	22.63	FN1	11	22.34
FR2	17	26.19	FN2	18	27.16
FR3	13	26.35	FN3	10	27.94
FR7	14	34.65	FN7	13	33.92
Total	54	27.63	Total	52	28.12

There was no significant difference between the RSVP and non-RSVP groups. While the FR1 and FR7 groups scored slightly higher than their non-RSVP groups, the reverse was true for the FR2 and FR3 groups.

The holistic post-test scores adjusted for pre-test scores are presented in Table 9. The range of these holistic scores is 2 - 8.

Table 9. Holistic Post-test Mean Scores Adjusted for Pre-test Scores.

RSVP Groups			Non-RSVP Groups		
Group	Number	Adjusted Mean	Group	Number	Adjusted Mean
FR1	10	4.24	FN1	9	3.50
FR2	17	4.38	FN2	17	4.26
FR3	14	4.04	FN3	13	4.64
FR7	14	4.85	FN7	12	5.17
Total	55	4.40	Total	51	4.44

There was no significant difference between the RSVP and non-RSVP groups, and there was no group (RSVP or non-RSVP) that showed a significant gain between the pre- and post-test scores. While the FR1 and FR2 groups scored slightly higher than their non-RSVP groups, the reverse was true for the FR3 and FR7 groups.

In summary, the RSVP freshman composition groups scored significantly higher than the non-RSVP freshman composition groups on the WEE test but not on the STEP test or the essay test.

b. Developmental Writing Classes

Only two settings (3 and 5) had complete data for the statistical analyses. The adjusted post-test means on the WEE, DTLS, and essay tests are shown in Tables 10, 11, and 12.

Table 10. WEE Post-test Mean Scores Adjusted for Pre-test Scores.

RSVP Groups			Non-RSVP Groups		
Group	Number	Adjusted Mean	Group	Number	Adjusted Mean
DR3	13	15.5	DN3	13	17.7
DR5	12	22.9	DN5	14	23.0
Total	25	19.13	Total	27	20.40

Table 11. DTLS Post-test Mean Scores Adjusted for Pre-test Scores.

RSVP Groups			Non-RSVP Groups		
Group	Number	Adjusted Mean	Group	Number	Adjusted Mean
DR3	15	19.3	DN3	14	19.4
DR5	13	23.0	DN5	14	22.6
Total	28	21.11	Total	28	21.35

Table 12. Holistic Post-test Mean Scores Adjusted for Pre-test Scores.

RSVP Groups			Non-RSVP Groups		
Group	Number	Adjusted Mean	Group	Number	Adjusted Mean
DR3	14	3.07	DN3	16	2.81
DR5	13	3.90	DN5	13	4.26
Total	27	3.47	Total	29	3.45

In summary, there were no significant differences between the RSVP and non-RSVP developmental writing groups on the objective tests or the essay test.

3. General Attitude Questionnaires

a. Student Attitude

As mentioned earlier, the RSVP and non-RSVP groups in the seventh setting had a ten-week term. The final edition of the student General Attitude questionnaire was not ready before their term ended. Consequently, groups FR7 and FN7 are not included here.

The 39-item student General Attitude questionnaire (Appendix B) was analyzed to yield two scores: one for attitude toward writing and the other for attitude toward the class. Because each item was rated on a four-point scale, the groups' means for the two scores are also presented on a four-point scale in Tables 13 and 14. On this scale, a score of 4 represents the most positive attitude and a score of 1 the least positive.

Table 13. Group Mean Scores for Student General Attitude toward Writing.

RSVP Groups			Non-RSVP Groups		
Group	Mean	Standard Deviation	Group	Mean	Standard Deviation
FR1	2.67	.512	FN1	2.49	.399
FR2	2.44	.405	FN2	2.54	.443
FR3	2.84	.440	FN3	2.71	.518
Freshman Comp.	2.64	.470	Freshman Comp.	2.58	.457
DR3	2.83	.355	DN3	2.73	.332
DR5	2.75	.396	DN5	2.73	.545
Developmental	2.79	.369	Developmental	2.73	.450
Total	2.70	.436	Total	2.64	.457

Table 14. Group Mean Scores for Student General Attitude toward Writing Classes.

RSVP Groups			Non-RSVP Groups		
Group	Mean	Standard Deviation	Group	Mean	Standard Deviation
FR1	3.41	.251	FN1	3.32	.508
FR2	3.20	.583	FN2	3.13	.529
FR3	3.41	.394	FN3	3.32	.451
Freshman Comp.	3.24	.458	Freshman Comp.	3.24	.498
DR3	3.43	.309	DN3	3.40	.289
DR5	3.45	.254	DN5	3.66	.303
Developmental	3.44	.282	Developmental	3.54	.319
Total	3.37	.399	Total	3.36	.460

The data presented in Tables 13 and 14 reveal that the students in all ten groups--both RSVP and non-RSVP--felt more positive toward their classes on writing than toward writing itself; the students in the developmental classes showed a more positive attitude toward writing and their classes than the students in the freshman composition classes; and the students receiving RSVP feedback were slightly more positive toward writing and their classes than the students in the non-RSVP groups.

b. Faculty Attitude

The 26-item faculty General Attitude questionnaire (Appendix C) was analyzed to yield four scores for each of the two classes taught by the same faculty member. The four scores pertain to attitudes toward: 1) computers, 2) grading this class's papers, 3) teaching this class, and 4) this class's performance. The faculty used a four-point scale to respond to the twenty-six items. The mean scores for the RSVP and non-RSVP groups are presented in Table 15.

Table 15. Group Mean Scores for Faculty General Attitude.

	Freshman Composition		Developmental Writing	
	RSVP Groups	Non-RSVP Groups	RSVP Groups	Non-RSVP Groups
Attitude toward Computers	3.10	3.14	3.00	2.90
Attitude toward grading this class's papers	2.79	2.87	2.92	2.92
Attitude toward teaching this class	3.25	3.08	3.17	3.17
Attitude toward this class's performance	2.14	2.67	2.33	2.33

Because the same faculty completed the General Attitude questionnaires for their RSVP groups and their non-RSVP groups, there is a great deal of similarity in the means for attitude scores. It is interesting to note that the faculty's attitudes toward computers and teaching are more positive than toward their students' performance and grading their papers. While there was virtually no difference in the faculty attitudes with respect to the RSVP and non-RSVP groups in the developmental writing classes, faculty in the freshman composition classes were less positive about their students' performance and grading students' papers in the RSVP groups than in the non-RSVP groups.

4. RSVP Attitude Questionnaires

a. Student Attitude toward RSVP

The RSVP student questionnaire consisted of nineteen items, each of which the students responded to on a four-point scale. The group mean scores were computed to conform to the four-point scale, with scores of 4 and 1 representing the most and least positive attitudes respectively toward the RSVP Feedback Program. Table 16 presents the individual group means for all the RSVP groups.

Table 16. Group Mean Scores for Student Attitude toward RSVP Feedback Program.

Group	Number of Students	Attitude Score
FR1	10	2.93
FR2	18	3.15
FR3	13	3.30
FR4	11	3.14
FR6	15	3.39
FR7	14	3.12
Freshman Composition	81	3.14
DR2	10	3.25
DR3	14	3.32
DR5	17	3.39
Developmental Writing	41	3.29
Total	122	3.24

On a four-point scale, the students in all the RSVP groups felt quite positive about the RSVP Feedback Program. A summary of the student responses to the individual items is shown in Appendix H. Listed below are some comments written by the students:

i) "The RSVP helped me a lot and other students should be able to learn from RSVP as I have."

ii) "This system is helpful and effective."

iii) "I feel the use of RSVP is very helpful to students in English composition courses."

iv) "I enjoyed the letters. They helped some. Thanks."

v) RSVP "was a big help for me. It pointed out weaknesses I wasn't aware of. I am glad you were part of my English class."

b. Faculty Attitude toward RSVP

The RSVP faculty questionnaire consisted of eight pairs of open-ended questions. One item in each pair requested positive reactions and the other

requested negative reactions to the following areas:

i) the RSVP Feedback Program as a whole,

ii) RSVP's effect on their approaches to teaching class,

iii) RSVP's prescriptions,

iv) RSVP's effect on their grading of essays,

v) RSVP's contribution to record-keeping,

vi) RSVP's effect on their students' writing,

vii) RSVP's effect on students' attitude toward writing, and

viii) processing of computer cards.

A summary of the faculty responses to the questionnaire is shown in Appendix I. By way of condensing their reactions to the RSVP Feedback Program, it can be said that five out of nine faculty expressed positive reactions to all eight areas under consideration and hardly any negative reactions; two out of nine faculty expressed negative reactions to all eight areas and hardly any positive reactions; and two out of nine faculty expressed mixed reactions. The positive statements said that the RSVP Feedback Program:

i) motivated the students,

ii) individualized instruction,

iii) provided systematic and consistent feedback,

iv) had well-written prescriptions available,

v) increased the objectivity in evaluating students' papers, and

vi) improved record-keeping.

The negative statements said that the RSVP Feedback Program:

i) was time consuming,

ii) needed a greater number of positive statements,

iii) lacked coverage of all errors in writing,

iv) lacked correspondence to what some students had written, particularly in developmental writing classes,

v) could not be read or comprehended by some students, and

vi) might overwhelm some students.

F. DISCUSSION

The present study attempted to evaluate the response to and effectiveness of a computer-based, individualized feedback program for writing. Five out of nine faculty members who used the program felt highly positive about it and saw benefits for themselves and their students. Contrary to popular belief that computers are impersonal, this group of faculty preceived that the computer system (in this case, RSVP) helped in personalizing instruction. Such positive faculty attitude, despite the rigorous requirements of an experimental study and the newness of computer-related activities, endorses the concept of faculty-computer partnership for individualizing instruction. Perhaps it is this partnership that explains why faculty using RSVP in their freshman composition classes felt less positive about their students' performance and grading students' papers than did those not using RSVP; if the expected change in some aspects of students' writing performance did not take place, the systematic record-keeping of RSVP did not hide that fact behind a false sense of progress. Faculty point to the systematic approach to instruction as the pay-off in using RSVP.

Since the completion of the experimental study, the RSVP Feedback Program continues to be used by an increasing number of faculty. At the time of this report, eleven faculty were using the RSVP Feedback Program for approximately 1,100 students in both English and non-English courses. One of the assumptions

made in developing this program was that the extent of its use would be high if it were not confined to a particular course, textbook, and type of class. This assumption seems to be supported by the ongoing use of the program in English and other courses, in classes and labs, and at the freshman composition and developmental writing levels.

From the students' perspective, the RSVP Feedback Program is claimed to be positive, helpful, and personalized. In the eight years of its use at Miami-Dade Community College for various other courses, RSVP has received similar positive student responses. Students single out the personalization as the dominant positive feature of the RSVP system of instruction.

Thus, the RSVP Feedback Program seems to have earned some faculty and student acceptance and to have made a significant contribution in breaking down human resistance to the role of computers in instruction.

In terms of learning effectiveness, a significant difference between RSVP and non-RSVP groups was observed in one objective test ("Comparative Guidance and Placement Program: Written English Expression" test) for the freshman composition classes. The lack of significant difference on the second objective test ("STEP Series II: English Expression" test) raises some questions about the appropriateness of this test for the students included in the study. While extreme caution was exercised in selecting this test to ensure for ceiling effect (allowing room for capturing improvement at the upper end of the score range), the possibility of students falling at the lower end of the score range was not anticipated. Seventy-one percent of the 106 students in the freshman composition classes scored below the thirty-third percentile in their pre-test scores. Consequently, the sensitivity of this test to the growth in students' knowledge was greatly reduced. Unfortunately, the pilot

test with Fall term students did not give any indication of this possibility, which became a reality with Winter term students.

The impact of instruction on writing should be observable in students' writing, and holistic scoring is an effective method for evaluating students' writing as a whole. The results of the present study reveal that holistic scoring did not detect any significant improvement in students' writing across the board or a difference between the RSVP and non-RSVP groups. As a support system to various configurations of teaching strategies and curriculum materials, the RSVP Feedback Program was intended to give individualized feedback in definable aspects of writing such as punctuation, grammar, and diction. Holistic scoring, on the other hand, spans areas that the totality of instructional activities is intended to cover, although not necessarily addressed by the RSVP Feedback Program. While there was a significant difference between RSVP and non-RSVP groups on the objective test (WEE) that focused on the areas covered by the RSVP Feedback Program, there was no significant difference in the holistic scores that represented the "whole" writing. In other words, the RSVP Feedback Program accomplished what it was expected to do, nothing more and nothing less.

For an examination of the outcomes in the developmental writing classes, the analyses in the present report were limited to two RSVP and two non-RSVP groups for a total of fifty-two students. Sixty percent of the students in these developmental writing classes scored beneath the thirty-fifth percentile on the WEE pre-test. Consequently, the appropriateness of the WEE test for assessing the improvement in writing in developmental courses cannot be supported. Although no percentile scores are available for the DTLS test, it seemed appropriate from the data available in this study. Yet no significant

difference was observed between the RSVP and non-RSVP groups in the developmental courses. The Level A prescriptions written at the seventh-grade reading level were the ones predominantly used by the two faculty for the RSVP groups. According to the faculty's responses, their students needed help at a more basic level than Level A. This probably accounts for the lack of significance between the RSVP and non-RSVP groups in the DTLS test. Currently prescriptions written at the fifth-grade reading level--Level P (primary)--have been added to the RSVP Feedback Program and are being tested by the faculty.

The holistic scores did not show any significant differences between the RSVP and non-RSVP groups in the developmental writing classes. In the holistic scoring method, an essay is not judged against an ideal; it is, instead, judged against a group of papers to which it belongs. Because the pre- and post-test essays written by all the students in freshman composition and developmental writing classes were treated as one group for holistic scoring in this study, there was not much room in the measurement process for the students in the developmental writing classes to show improvement.

If funds were available, it would be highly desirable to rescore the essays after classifying the students into smaller homogeneous groups based on holistic scores for their pre-test essays. Such a procedure for rescoring should also be extended to the students in the freshman composition classes who were included in the statistical analyses for this study.

G. SUMMARY

A computer-based instructional management system called RSVP (Response System with Variable Prescriptions) was used in developing an individualized feedback program for writing. The program consisted of three levels of feedback

that addressed student errors in definable aspects of writing at the basic, intermediate, and superior levels of writing.

The "RSVP Feedback Program for Individualized Analysis of Writing" was field tested during the Winter term, 1978-79, by nine faculty at five community colleges. The classes included in the study represented both freshman composition and developmental writing classes. Seven of the nine faculty taught another section of the same course to form the non-RSVP groups.

Two objective tests and an essay test were administered at the beginning and end of the term. The objective tests were intended to assess those aspects of writing that were addressed by RSVP, and the essay test was intended to assess the "total" writing promoted by all instructional activities, including RSVP instruction. Attitude questionnaires were administered to the faculty and students at the end of the term. The essays were scored holistically by the Educational Testing Service (ETS); the objective tests and attitude questionnaires were computer scored. All the scores were analyzed by the project investigator, who used the SPSS-8 package.

The major findings that have emerged in this study are:

1. The RSVP Feedback Program was preceived by the students as personalized and very helpful.
2. Five out of the nine faculty who used the RSVP Feedback Program perceived it as a positive support system for instruction, two had mixed reactions, and the reamining two felt more negative than positive.
3. In the freshman composition classes, the RSVP students scored significantly higher than the non-RSVP students on the "Comparative Guidance and Placement Program: Written English Expression" test.

4. Holistic scores on pre- and post-test essays did not yield statistically significant differences between the RSVP and non-RSVP groups or within each group.
5. The RSVP Feedback Program, with its three levels of prescriptions, was not as helpful to students in the developmental writing classes as to those in the freshman composition classes. Since the experimental study, a fourth level--Primary Level--has been added and is currently being tried by some faculty.

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APPENDIX A

MIAMI-DADE COMMUNITY COLLEGE
INDIVIDUALIZED ANALYSIS OF WRITING

ASSIGNMENT II
JULY 16, 1979

STUDENT #: 0000002

THE NAME AND ADRESS
OF THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR STUDENT:

THANK YOU FOR TURNING IN ASSIGNMENT 2.

BELOW ARE SOME COMMENTS I AM HAVING YOU READ TO HELP YOU SEE WAYS TO IMPROVE YOUR WRITING.

YOU HAVE SHOWN COMPETENCE IN HANDLING THE MECHANICS OF ENGLISH. CORRECT PUNCTUATION, GRAMMAR, SPELLING, AND CAPITALIZATION ARE ESSENTIAL FEATURES OF GOOD WRITING. KEEP UP THE GOOD WORK.

1

METHOD OF DEVELOPMENT: INADEQUATE USE OF EXAMPLES, ILLUSTRATIONS, REASONS, DETAILS, FACTS, STATISTICS

YOU CAN DEVELOP A THESIS STATEMENT (OR CENTRAL IDEA) BY USING EXAMPLES, ILLUSTRATIONS, REASONS, DETAILS, FACTS AND STATISTICS. LOOK AT THE FOLLOWING THESIS STATEMENT AND THEN AT THE SAMPLE DEVELOPMENTAL STATEMENTS THAT DEMONSTRATE THESE TYPES OF SUPPORT.

THESIS STATEMENT:
A NUMBER OF 1975 AUTOMOBILES HAVE HAD TO BE RECALLED BECAUSE OF MALFUNCTIONING CHASSIS AND ENGINES.

DEVELOPMENT BY EXAMPLE:
THE 1975 PINTO IS AMONG THE CARS UNDER SCRUTINY.

DEVELOPMENT BY ILLUSTRATION OR EXPERIENCE:
JUST LAST WEEK MY 1975 NOVA WENT OUT OF CONTROL WHILE I WAS DRIVING ON U. S. 1.

DEVELOPMENT BY REASON:
RALPH NADER CITES THE LACK OF ACCOUNTABILITY OF THE AUTOMOBILE INDUSTRY AS THE MAIN REASON FOR SUCH FAILINGS.

DEVELOPMENT BY DETAIL:
THE FILTER ON THE CATALYTIC CONVERTER OF CERTAIN GENERAL MOTORS AUTOMOBILES PARTIALLY BLOCKS THE FLOW OF FUEL.

DEVELOPMENT BY FACT:
THE AUTOMOBILES MADE IN 1975 HAVE HAD MORE PROBLEMS THAN ANY PRODUCED IN THE LAST TEN YEARS.

DEVELOPMENT BY STATISTIC:
THE NUMBER OF CARS RECALLED IN 1975 WAS TWENTY PERCENT HIGHER

THAN THE NUMBER OF CARS RECALLED IN 1974.

ALL THESE FORMS OF DEVELOPMENT, DESPITE DIFFERING APPROACHES, ARE SIMILAR IN GIVING SPECIFIC INFORMATION ABOUT THE THESIS STATEMENT.

1

LOGIC: FAULTY GENERALIZATION(S)

TO PERSUADE REASONABLE PEOPLE OF THE VALIDITY OF AN ARGUMENT, YOU NEED TO BE SURE THAT THE GENERALIZATIONS YOU USE TO SUPPORT YOUR ARGUMENT ARE SOUND.

A FAULTY GENERALIZATION OCCURS WHEN YOU DO NOT HAVE ENOUGH DATA TO SUPPORT YOUR CONCLUSION. TO REMEDY THIS, OFFER A CONCLUSION ONLY WHEN YOU HAVE DEVELOPED A SUFFICIENT NUMBER OF EXAMPLES TO SUPPORT IT.

A FAULTY GENERALIZATION OCCURS WHEN YOU DRAW A CONCLUSION ABOUT A LARGE GROUP AFTER YOU HAVE STUDIED ONLY A FEW MEMBERS OF THE GROUP. BEFORE YOU MAKE A GENERALIZATION ABOUT A LARGE GROUP (LIKE STUDENTS, FOR EXAMPLE), CHECK TO SEE THAT YOUR CONCLUSION APPLIES TO THE WHOLE GROUP (NOT JUST TWO OR THREE STUDENTS).

A FAULTY GENERALIZATION OCCURS WHEN YOU ATTRIBUTE A CAUSAL RELATIONSHIP TO INCIDENTS THAT MERELY OCCUR IN SUCCESSION.

A FAULTY GENERALIZATION OCCURS WHEN YOU MAKE EXCESSIVELY BROAD STATEMENTS ABOUT A GROUP OR CATEGORY. WATCH FOR STATEMENTS THAT INCLUDE WORDS LIKE "ALL," "ALWAYS," "EVERYBODY," "EVERYTHING," "EVERYONE," "NOBODY," "NO ONE," "NONE," OR "NEVER." BUT MERELY AVOIDING SUCH WORDS WILL NOT ELIMINATE FAULTY GENERALIZATIONS. OFTEN THE WORD "ALL" IS IMPLIED IN A STATEMENT. FOR EXAMPLE, WHEN YOU USE A PHRASE LIKE "LARGE CITIES" WITHOUT A QUALIFIER, THE READER UNDERSTANDS IT TO MEAN "ALL" LARGE CITIES. IF YOUR GENERALIZATION IS LIMITED TO YOUR PERSONAL OBSERVATIONS ONLY, INDICATE THAT QUALIFICATION.

ALTHOUGH THE CONTENT GENERALLY DETERMINES WHETHER OR NOT A STATEMENT IS A FAULTY OR HASTY GENERALIZATION, QUALIFYING YOUR STATEMENTS USUALLY INCREASES YOUR CREDIBILITY AND DECREASES THE POSSIBILITY OF INACCURACY. WHEN IT IS NECESSARY TO QUALIFY YOUR VIEWS, USE WORDS LIKE "SOME," "MANY," "MOST," "SELDOM," OR "RARELY."

I LOOK FORWARD TO SEEING YOUR NEXT ASSIGNMENT. KEEP WRITING AND WRITING, BECAUSE IMPROVEMENT COMES ONLY WITH PRACTICE.

SINCERELY,

THE FACULTY MEMBER 'S NAME
HAS BEEN REMOVED INTENTIONALLY.

INDIVIDUALIZED ANALYSIS OF WRITING
MIAMI-DADE COMMUNITY COLLEGE

STATUS REPORT STUDENT #: 0000002

THE NAME AND ADDRESS
OF THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY.

DEAR STUDENT:

BASED ON MY EVALUATION OF YOUR ASSIGNMENTS, I WOULD LIKE TO GIVE YOU A REPORT ON YOUR PRESENT STATUS IN THIS WRITING CLASS. SO FAR YOU HAVE TURNED IN:

ASSIGNMENT 1--DETAILED FEEDBACK
ASSIGNMENT 2--DETAILED FEEDBACK
ASSIGNMENT 3--INTEGRATED FEEDBACK

I WOULD LIKE YOU TO PAY PARTICULAR ATTENTION TO THE FOLLOWING AREA(S):

DETAILED FEEDBACK

PRONOUN: LACK OF AGREEMENT WITH ANTECEDENT
DICTION: PROBLEM WITH CONNOTATION
INADEQUATE USE OF EXAMPLES, ILLUSTRATIONS, REASONS, DETAILS, FACTS
INSUFFICIENT PROOFREADING AND EDITING
LOGIC: FAULTY GENERALIZATIONS

INTEGRATED FEEDBACK

VERB USAGE: THE SUBJUNCTIVE
PRONOUN: VAGUE OR AMBIGUOUS REFERENCE
NARRATIVE: PROBLEMS WITH SUCH ELEMENTS AS POINT OF VIEW, TENSE, PACE, DETAIL

IF YOU HAVE ANY QUESTIONS ABOUT THIS STATUS REPORT, OR IF YOU NEED FURTHER INFORMATION ABOUT ANY COMMENTS I HAVE GIVEN YOU TO READ SO FAR, I WILL BE HAPPY TO TRY TO HELP YOU.

SINCERELY,

THE FACULTY MEMBER'S NAME
HAS BEEN REMOVED INTENTIONALLY.

APPENDIX B

STUDENT NUMBER_____ SEQUENCE NUMBER_____

Read each statement below and select the response that comes closest to describing how you feel about the statement. Please respond to all the statements, even if none of the options describes exactly how you feel. Select the one that comes closest to how you feel.

Explanation of responses:

SA = Strongly Agree; AS = Agree Somewhat; DS = Disagree Somewhat; SD = Strongly Disagree

1. I do not like to write..... SA AS DS SD
2. I feel that I can write well..... SA AS DS SD
3. My teacher took too long to correct and return my papers..... SA AS DS SD
4. My writing improved more than I thought it would in this class.... SA AS DS SD
5. The spoken comments to me about my papers helped me to improve my writing..... SA AS DS SD
6. I enjoyed this class..... SA AS DS SD
7. I don't understand why my papers got the grades they got..... SA AS DS SD
8. Writing is a lot of work..... SA AS DS SD
9. Writing takes too much time..... SA AS DS SD
10. I feel nervous when I have to write..... SA AS DS SD
11. I feel better about writing because of this class..... SA AS DS SD
12. My writing has improved as a result of this class..... SA AS DS SD
13. I did not understand what my teacher wanted me to do to improve my writing..... SA AS DS SD
14. I would recommend this class to my friends who need to take an English course..... SA AS DS SD
15. Writing is difficult..... SA AS DS SD
16. I know where my writing is weak..... SA AS DS SD
17. I feel worse about writing because of this class..... SA AS DS SD
18. I did not learn anything in this class to help me improve my writing..... SA AS DS SD
19. When my papers were returned, I understood what needed improvement. SA AS DS SD
20. I think the teacher took a personal interest in helping me to improve my writing..... SA AS DS SD
21. In this class I understood why my papers got the grades they got.. SA AS DS SD
22. Writing does not work as well as talking..... SA AS DS SD
23. I know where my writing is strong..... SA AS DS SD
24. I am less afraid of writing now because of this class..... SA AS DS SD
25. I can see improvement in my writing..... SA AS DS SD
26. Written comments about my writing helped me to improve my writing. SA AS DS SD
27. I wrote more for this class than for any previous English class... SA AS DS SD

SA = Strongly Agree; AS = Agree Somewhat; DS = Disagree Somewhat; SD = Strongly Disagree

28. The grades on my papers correctly show how well they were written.....SA AS DS SD
29. Writing is a good way to communicate my ideas in writing.....SA AS DS SD
30. I feel that I cannot communicate my ideas in writing.....SA AS DS SD
31. I am more confused about writing now than when I started this class..... SA AS DS SD
32. This class helped me see where my writing is strong..... SA AS DS SD
33. The comments I received about my papers helped me to improve my writing..... SA AS DS SD
34. Writing takes a lot of time..... SA AS DS SD
35. I will never learn how to write well..... SA AS DS SD
36. This class helped me to see where my writing is weak..... SA AS DS SD
37. My teacher's presentations in class helped me to improve my writing..... SA AS DS SD

Circle the option that makes the statement true for you.

1. My writing has (improved, stayed the same, gotten worse) since the start of this class.

2. I like writing (more than, the same as, less than) I did when I started this class.

What part of this class helped you improve your writing the most? (Write your answer in the space below.)

APPENDIX C

NAME_____ SEQUENCE NUMBER_____

Read each statement below and select the response that comes closest to describing how you feel about the statement. Please respond to all the statements, even if none of the options describes exactly how you feel. (The "class" and "students" referred to in the following statements are those whose sequence number is listed above.)

EXPLANATION OF RESPONSES:

SA = Strongly Agree; AS = Agree Somewhat; DS = Disagree Somewhat; SD = Strongly Disagree

1. This class's writing showed little improvement during the term....SA AS DS SD
2. I enjoyed teaching this class.....SA AS DS SD
3. The use of computers does not lead to impersonalization.....SA AS DS SD
4. Grading this class's papers was tedious.....SA AS DS SD
5. This class's writing at the beginning of the term was unusually poor.....SA AS DS SD
6. Individual students in this class continued to make the same errors on their papers throughout the term.....SA AS DS SD
7. I tried to teach the students in this class to use correct grammar.....SA AS DS SD
8. Computers can be used to improve the teaching of math and science courses.....SA AS DS SD
9. Grading this class's papers was boring.....SA AS DS SD
10. In general, this class can write well.....SA AS DS SD
11. If I could continue teaching this class in the manner I did this term, the class's writing would improve..... SA AS DS SD
12. Grading this class's papers was enjoyable..... SA AS DS SD
13. This class's writing showed a good command of the basics of grammar at the beginning of the term..... SA AS DS SD
14. This class seemed eager to learn..... SA AS DS SD
15. Computers can be used to improve the teaching of English courses.. SA AS DS SD
16. I could see improvement in the students' papers as I read them week after week..... SA AS DS SD
17. I tried to teach the students in this class to write so that they could communicate..... SA AS DS SD
18. At the end of the term, this class was writing well..... SA AS DS SD
19. This class was frustrating to teach..... SA AS DS SD
20. Computer technology does not have anything to offer me to help improve my teaching..... SA AS DS SD
21. Grading papers for this class was for the purpose of instruction as well as of assessment..... SA AS DS SD
22. This class's writing showed a good command of the basics of grammar by the end of the term..... SA AS DS SD

SA = Strongly Agreee; AS = Agree Somewhat; DS = Disagree Somewhat; SD = Strongly Disagree

23. It seems that the amount of effort I give to grading papers is too time consuming considering the slight difference it seems to make in the students' improvement of their writing.....SA AS DS SD

24. As an aid to teaching, computers are more like toys and novelties than real teaching aids..... SA AS DS SD

25. I tried to teach the students in this class to be creative in their writing..... SA AS DS SD

26. I enjoyed reading the students' papers..... SA AS DS SD

For the following questions, if you need more space for your answer, please use the other side.

1. Do you think computers could help you to teach writing to this class? Give reasons for your answer.

2. In this class, what helped you in teaching writing to the students?

3. In this class, what hindered you in teaching writing to the students?

4. What would have helped you to teach writing to this class?

5. In this class, what were the positive aspects of grading students' papers?

6. In this class, what were the negative aspects of grading students' papers?

7. If you wish to clarify any of your responses to statements 1-26 or give any additional comments, you may do so on the other side of this sheet.

QUESTIONNAIRE STUDENT #:
APR.12, 1979

THE NAME AND ADDRESS
OF THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR STUDENT:

THIS IS RSVP AGAIN. AS YOU KNOW, I HAVE BEEN DELIVERING COMMENTS TO YOU ABOUT YOUR WRITING. I HOPE YOU HAVE FOUND THEM HELPFUL. I WOULD LIKE YOU TO GIVE ME SOME COMMENTS TO HELP ME BECOME A BETTER SYSTEM FOR DELIVERING FEEDBACK TO STUDENTS. I HAVE FOUND THAT IF I WANT TO MAKE MY SYSTEM MORE USEFUL TO STUDENTS, I NEED TO LISTEN TO THE SUGGESTIONS THAT STUDENTS CAN GIVE ME. SO I AM ASKING FOR YOUR FEEDBACK NOW BY MEANS OF THE ATTACHED QUESTIONNAIRE.

THE INFORMATION YOU PROVIDE BY ANSWERING MY QUESTIONNAIRE IS FOR MY USE ONLY AND HAS NOTHING TO DO WITH YOUR GRADE. IN ORDER TO INSURE THE ANONYMITY OF YOUR RESPONSES, I HAVE NOT INCLUDED YOUR NAME ON THE QUESTIONNAIRE SHEET. THEREFORE, YOU MAY BE SURE THAT NO ONE WILL KNOW THAT THESE ARE YOUR ANSWERS.

TO FILL OUT THIS QUESTIONNAIRE, CIRCLE THE ANSWER THAT YOU FEEL IS MOST APPROPRIATE. YOU SHOULD CIRCLE ONLY ONE ANSWER. SOMETHIMES NONE OF THE ANSWERS IS EXACTLY WHAT YOU WOULD LIKE TO SAY, BUT PICK THE ONE THAT COMES CLOSEST TO WHAT YOU FEEL OR THINK. IF YOU WOULD LIKE TO EXPLAIN ANY OF YOUR ANSWERS MORE FULLY, EXTRA SPACE HAS BEEN PROVIDED AT THE END OF THE QUESTIONNAIRE.

IF YOU REALLY DO NOT CARE WHETHER I KNOW WHO YOU ARE, OR IF YOU WOULD LIKE ME TO KNOW WHO IS ANSWERING MY QUESTIONNAIRE, IT IS OKAY TO SIGN YOUR NAME ON THE QUESTIONNAIRE, AND I WOULD GREATLY APPRECIATE IT. "WHY," YOU ASK? WELL, YOU SEE, YOU ARE COMMENTING ON WHAT I HAVE SAID TO YOU. HOW CAN I KNOW WHAT I SAID TO YOU IF I DO NOT KNOW WHO YOU ARE? SO IF YOU COULD TEEL ME WHO YOU ARE, I COULD MAKE BETTER USE OF THE FEEDBACK YOU GIVE ME. EVEN IF YOU CHOOSE NOT TO SIGN YOUR NAME, YOUR FEEDBACK IS VALUABLE TO ME.

AGAIN, I WANT TO SAY THANK YOU FOR FILLING OUT MY QUESTIONNAIRE.

PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO RON LINK SO IT CAN BE SENT TO ME.

I HOPE I HAVE BEEN AS MUCH HELP TO YOU AS YOU HAVE TO ME.

SINCERELY,

RSVP

QUESTIONNAIRE

THIS QUESTIONNAIRE CONTAINS SEVERAL TYPES OF QUESTIONS. SOME OF THEM ASK FOR SPECIFIC INFORMATION, WHILE OTHERS ASK FOR YOUR OPINIONS ABOUT RSVP. THE ONES THAT ASK FOR YOUR OPINION ARE IN THE FORM OF A STATEMENT WITH FOUR CHOICES UNDERNEATH FOR YOU TO PICK FROM. YOU SHOULD SELECT THE CHOICE THAT COMES CLOSEST TO HOW YOU FEEL THE STATEMENT APPLIES TO YOU. YOU MAY INDICATE YOUR CHOICE OF RESPONSE BY EITHER CIRCLING OR UNDERLINING. YOU SHOULD SELECT ONLY ONE RESPONSE PER QUESTION.

1. I LIKE THE RSVP WELCOME LETTER.

   AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

2. I DO NOT LIKE TO WRITE.

   AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

3. THE NUMBER OF ASSIGNMENTS THAT I HAVE RECEIVED AN RSVP LETTER FOR IS

   0 1 2 3 4 5 6 7 8 9 10

4. WHAT PART OF THE LETTERS DID YOU READ?

   NONE SOME MOST ALL

5. THE LETTERS WERE HELPFUL.

   AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

6. I WOULD LIKE TO SEE RSVP USED IN MY OTHER CLASSES.

   AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

7. I LIKE WRITING (MORE THAN, THE SAME AS, LESS THAN) I DID WHEN I STARTED THIS CLASS.

8. THE WORDS IN THE LETTERS WERE HARD TO UNDERSTAND.

   AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

9. THE COMMENTS IN THE LETTERS WERE TOO SIMPLE.

   AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

10. I FEEL THAT THE LETTERS HAVE HELPED ME TO UNDERSTAND THE STRONG POINTS IN MY WRITING.

    AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

11. I FEEL THAT THE LETTERS HAVE HELPED ME TO UNDERSTAND THE WEAK POINTS IN MY WRITING.

    AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

12. I FEEL THAT THE LETTERS HAVE HELPED ME TO WRITE BETTER.

AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

13. I KEPT THE LETTERS.

NONE SOME MOST ALL

14. I BROUGHT THE LETTERS TO CLASS WHEN I HAD AN ASSIGNMENT TO WRITE.

NEVER SOMETIMES OFTEN ALWAYS

15. I BROUGHT THE LETTERS TO CLASS EVEN WHEN I DID NOT HAVE AN ASSIGNMENT TO WRITE.

NEVER SOMETIMES OFTEN ALWAYS

16. THE LETTERS WERE SIMILAR.

AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

17. I FEEL THAT I LEARNED SOMETHIND NEW FROM EACH LETTER.

AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

18. I FEEL THAT THE LETTERS SAID THE SAME THING OVER AND OVER EACH WEEK.

AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

19. I DO NOT UNDERSTAND HOW THE LETTERS APPLIED TO WHAT I WROTE IN MY ASSIGN MENT.

AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

20. I FEEL THAT THE LETTERS WILL HELP ME WRITE BETTER IN THE FUTURE.

AGREE AGREE SOMEWHAT DISAGREE SOMEWHAT DISAGREE

21. IF YOU ANSWERED "NONE" OR "SOME" TO QUESTION 4, COULD YOU EXPLAIN WHY YOU DID NOT READ MORE OF THE LETTER? (IF YOU NEED MORE SPACE YOU MAY USE THE BACK OF THIS PAGE.

22. IF YOU HAVE ANY ADDITIONAL COMMENTS OR WISH TO EXPLAIN MORE FULLY AN ANSWER THAT APPEARS ABOVE, YOU MAY DO SO IN THE SPACE THAT FOLLOWS AS WELL AS ON THE BACK OF THIS AND THE PREVIOUS PAGE.

APPENDIX E

NAME_____ SEQUENCE NUMBER_____

Read each statement below and select the response that comes closest to describing how you feel about the statement. Please respond to all the statements, even if none of the options describes exactly how you feel. Select the option that comes closest to how you feel.

EXPLANATION OF RESPONSES:

SA = Strongly Agree; AS = Agree Somewhat; DS = Disagree Somewhat; SD = Strongly Disagree

1. I would like to continue using RSVP in my English classes.....SA AS DS SD

2. The RSVP system helped me maintain better records for each student's progress than I would have maintained without using RSVP.....SA AS DS SD

3. The errors on my students' papers generally were not covered by the RSVP prescriptions.....SA AS DS SD

4. The RSVP letters formed a good personalized handbook for each student.....SA AS DS SD

5. The RSVP grids provided me with a structured approach to grading papers.....SA AS DS SD

6. Overall, I found RSVP to be helpful in my English classes.....SA AS DS SD

7. Using the RSVP system made it easier for me to keep track of each student's work than not using the RSVP system would have done.....SA AS DS SD

8. RSVP lacked prescriptions that I would like to have used.....SA AS DS SD

9. The language levels of the prescriptions were adequately suited to the reading levels of my students.....SA AS DS SD

10. I found myself grading all my English papers with the RSVP grids in mind.....SA AS DS SD

11. I found using RSVP to be very frustrating.....SA AS DS SD

12. Change of grid level in my evaluations was a good indicator of the change in a student's progress.....SA AS DS SD

13. It was very frustrating trying to locate the appropriate prescription for a student's error.....SA AS DS SD

14. The students seemed to read their letters.....SA AS DS SD

15. The Status Report helped me to be aware of each student's progress..SA AS DS SD

16. Change of grid level usually did not relate to an assessment of a student's overall progress; it meant that a particular prescription I wanted to use was on the grid I chose.....SA AS DS SD

17. RSVP provided prescriptions that cover the basic errors common to most students' writing.....SA AS DS SD

18. The students viewed the letters as an expression of my personal concern for them.....SA AS DS SD

SA = Strongly Agree; AS = Agree Somewhat; DS = Disagree Somewhat; SD = Strongly Disagree

19. RSVP provided me with a consistent approach to grading papers.....SA AS DS SD

20. The RSVP system helped the students to see the grading of their papers as more objective.....SA AS DS SD

21. The prescriptions provided more detailed information than I would normally write on a student's paper.....SA AS DS SD

22. RSVP helped me to be aware of the feedback that I gave to each student.....SA AS DS SD

23. RSVP saved me time in grading the assignments.....SA AS DS SD

24. The RSVP prescriptions provided each student with consistent feedback.....SA AS DS SD

25. RSVP does not offer enough positive feedback.....SA AS DS SD

26. Using RSVP along with my written comments took too long.....SA AS DS SD

27. The RSVP grids provided me with an objective approach to grading papers.....SA AS DS SD

28. The Status Report helped students see their writing from an overall perspective.....SA AS DS SD

Please consider the following questions in the light of your experience using the RSVP Feedback Program for Individualized Analysis of Writing. Each question has two parts in order to help systematize your responses.

1. A. What are the overall positive aspects of RSVP?

B. What are the overall negative aspects of RSVP?

2. A. What positive effects did RSVP have on the structuring of your approach to teaching your class?

B. What negative effects did RSVP have on the structuring of your approach to teaching your class?

3. A. What are the positive aspects of the RSVP prescriptions?

B. What are the negative aspects of the RSVP prescriptions?

4. A. What are the positive effects of RSVP on your grading of student papers?

B. What are the negative effects of RSVP on your grading of student papers?

5. A. What are the positive contributions RSVP has to offer in the way of a record-keeping system?

B. What are the negative contributions RSVP has to offer in the way of a record-keeping system?

6. A. What do you think are the positive effects of RSVP on the improvement of students' writing?

B. What do you think are the negative effects of RSVP on the improvement of students' writing?

7. A. What do you think are the positive effects of RSVP in relation to students' attitude toward writing?

B. What do you think are the negative effects of RSVP in relation to students' attitude toward writing?

8. A. What are the positive aspects of the processing of the computer cards?

B. What are the negative aspects of the processing of the computer cards?

Number of Prescriptions Requested during the Term by Instructor by Level

Level A

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	11	33	4	1	11	17	42	67	171	106	463
Positive reinforcement:											
2.1) Content shows promise--original, creative, interesting	2	-	-	-	3	-	-	-	-	14	19
2.2) Well organized.	-	1	-	-	1	1	6	10	1	1	21
2.3) Few mechanical errors	-	1	-	-	1	-	4	11	2	19	38
2.4) Encouragement for continued effort.	9	-	2	-	1	11	26	45	1	47	142
2.5) Overall good paper--1,2,3 combined.	-	-	-	1	-	-	1	-	-	12	14
Fragment:											
3.1) Dependent or subordinate clause used as a sentence.	3	4	2	-	-	1	3	5	7	2	27
3.2) Verbal phrase used as a sentence.	-	4	-	-	-	1	-	-	4	1	10
3.3) Omission of subject or verb	-	5	1	-	-	-	1	7	4	12	30
Fused sentence:											
4.1) Comma splice--misuse of comma between sentences	2	10	-	-	1	3	6	-	16	4	42
4.2) Run-on.	1	6	3	-	2	3	7	4	5	22	53
Subject/verb agreement:											
5.1) Singular subject/plural verb, plural subject/singular verb	-	4	-	-	1	5	6	10	13	11	50

* The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

These tables include all the faculty who tried out RSVP, regardless of whether or not they were included in the analyses of data presented in this report.

Number of Prescriptions Requested during the Term by Instructor by Level

Level A (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	11	33	4	1	11	17	42	67	171	106	463
Verb usage:											
6.1) Shift in tense	1	–	2	–	–	–	3	3	3	2	14
6.2) Curtailed verb--omission of "ed" ending	–	4	–	–	–	1	13	7	20	2	47
6.3) Misuse of principal parts of irregular verbs	1	–	–	–	–	8	2	1	7	–	19
6.4) Misuse of principal parts of irregular verb "to be"	–	1	–	–	–	–	–	–	–	–	1
Pronoun:											
7.1) Vague reference	–	4	–	–	–	–	3	–	2	16	25
7.2) Misuse of reflexive/intensive pronoun	–	–	–	–	–	–	–	–	4	–	4
7.3) Shift	–	4	–	–	–	–	–	–	7	4	15
7.4) Misuse of nominative and objective cases	–	–	–	–	–	1	–	–	4	–	5
Punctuation:											
8.1) Omission of end punctuation	–	–	–	–	–	–	6	5	2	1	14
8.2) Misuse of comma within and between main sentence elements	–	–	–	–	1	–	5	11	11	1	29
8.3) Misuse or omission of apostrophe for possession	–	3	1	–	1	3	1	4	6	4	23
8.4) Misuse or omission of apostrophe in contractions	–	–	–	–	–	–	1	–	3	2	6
Capitalization:											
9.1) Lack of capitalization	–	11	–	–	2	–	7	9	8	6	43
9.2) Misuse of capitalization	–	1	–	–	–	4	4	4	–	–	13

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level A (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	11	33	4	1	11	17	42	67	171	106	463
Spelling:											
10.1) Rule-related errors	6	–	–	–	–	7	4	6	4	15	42
10.2) Errors related to mispronunciation	–	4	–	–	–	–	12	3	–	2	21
10.3) Incorrect separations or combinations of words	–	–	–	–	1	–	1	–	–	–	2
Diction:											
11.1) Meaning not clear	8	–	3	–	–	3	4	4	8	12	42
11.2) Invented words	–	1	–	–	–	–	1	–	1	–	3
11.3) Too informal	1	–	–	–	–	2	6	–	–	1	10
11.4) Incorrect formation of noun plurals	–	–	–	–	–	–	2	3	13	–	18
11.5) Commonly confused words	–	1	–	–	–	3	5	–	18	–	27
Syntax:											
12.1) Interrogatives	–	–	–	–	–	1	–	1	–	–	2
12.2) Negatives	–	1	–	–	–	1	–	–	5	–	7
12.3) Adverbial modifiers	–	–	–	–	–	–	1	–	3	3	7
Unity and coherence:											
13.1) Lack of transition(s)	4	–	1	–	–	–	–	–	–	4	9
13.2) Lack of consistent ordering of general and specific ideas	–	1	–	–	–	–	–	1	5	1	8
13.3) Digression(s)	–	1	–	–	–	2	–	–	2	–	5
13.4) Lack of time order	–	–	–	–	–	–	–	–	1	1	2
13.5) Spatial description lacks order	–	–	–	–	–	–	–	–	–	–	–

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Number of Prescriptions Requested during the Term by Instructor by Level

Level A (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	11	33	4	1	11	17	42	67	171	106	463
Method of development:											
14.1) Inadequate use of examples, illustrations . . .	5	-	-	-	-	1	3	-	1	3	13
14.2) Inadequate use of reasons	-	1	-	-	-	-	1	-	-	-	2
14.3) Inadequate use of steps in a process	1	8	-	-	-	-	1	18	-	12	40
14.4) Inadequate use of comparison/contrast	3	2	-	-	-	2	2	-	1	1	11
14.5) Inadequate use of details, facts, statistics. .	1	1	-	-	-	-	-	-	5	3	10
Central/main idea:											
15.1) Too broad for development	2	-	1	-	-	-	-	-	1	1	5
15.2) Lack of central/main idea	3	6	-	-	1	5	-	-	3	3	21
15.3) Unanswered question(s).	-	-	1	-	-	1	-	-	-	-	2
15.4) Lack of attitude, position, opinion	-	-	-	-	2	2	-	-	1	-	5

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level B

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	70	104	66	104	100	34	18	34	28	32	590
Positive reinforcement:											
2.1) Content shows promise--original, creative interesting	14	2	-	2	13	17	2	-	1	6	57
2.2) Well organized	2	4	1	5	37	1	2	1	1	8	62
2.3) Few mechanical errors	3	1	-	4	1	-	5	10	2	-	26
2.4) Encouragement for continued effort	37	-	38	24	2	13	7	22	3	6	152
2.5) Overall good paper--1,2,3 combined	14	-	14	6	7	1	1	-	1	7	51
Fragment:											
3.1) Dependent or subordinate clause used as a sentence	6	13	5	4	15	4	1	4	-	3	55
3.2) Verbal phrase used as a sentence	2	6	-	6	-	1	-	1	1	-	17
3.3) Omission of subject or verb	2	8	12	10	1	1	-	-	-	2	36
Fused sentence:											
4.1) Comma splice--misuse of comma between sentences	13	25	3	17	2	7	2	-	-	1	70
4.2) Run-on	10	6	7	8	-	1	1	6	-	8	47

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level B (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	70	104	66	104	100	34	18	34	28	32	590
Subject/verb agreement:											
5.1) Singular subject/plural verb, plural subject/ singular verb	8	9	5	23	1	7	2	2	-	-	57
5.2) Problem with indefinite subject	-	2	-	-	-	-	1	-	-	-	3
5.3) Object of preposition mistaken for subject	-	-	-	-	-	-	-	-	-	-	-
5.4) Problem with inverted subject and verb	-	-	-	-	-	-	-	-	-	-	-
5.5) Singular collective subject/plural verb	-	-	-	2	-	-	-	1	-	1	4
Verb usage:											
6.1) Shift in tense	2	2	4	1	1	-	2	2	-	-	14
6.2) Overuse of passive voice	-	-	-	-	3	-	-	-	-	-	3
6.3) Misuse of principal parts of irregular verbs	-	2	9	-	-	6	-	1	2	-	20
Pronoun:											
7.1) Vague or ambiguous reference	15	5	-	4	-	1	2	-	-	4	31
7.2) Lack of agreement with antecedent	5	8	1	5	5	-	-	1	-	-	25
7.3) Shift	-	6	4	1	4	1	-	-	-	-	16
7.4) Misuse of nominative, possessive, and objective cases	-	2	-	5	2	-	-	-	-	-	9
Punctuation:											
8.1) Misuse or omission of semi-colon	3	2	5	6	5	-	-	1	3	1	26
8.2) Misuse or omission of hyphen	-	-	-	-	-	-	-	2	-	-	2
8.3) Misuse or omission of apostrophe to indicate possession	-	4	4	24	9	1	-	-	-	5	47
8.4) Misuse or omission of quotation marks	2	-	2	-	-	-	1	-	2	1	8

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Number of Prescriptions Requested during the Term by Instructor by Level

Level B (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	70	104	66	104	100	34	18	34	28	32	590
Comma:											
9.1) Omission of commas to separate items in a series	2	1	1	-	-	-	-	-	1	1	6
9.2) Unnecessary use of comma	3	1	3	12	1	2	1	1	2	-	26
9.3) Omission of comma after introductory modifier	2	2	6	25	-	-	-	1	5	1	42
9.4) Omission of commas with interrupters -- parenthetical expressions, appositives	3	-	-	8	-	2	4	-	3	-	20
9.5) Omission of comma to separate two main clauses joined by coordinating conjunction	1	1	6	16	-	3	1	8	-	4	40
Spelling:											
10.1) Rule-related errors	38	4	6	3	3	8	1	1	-	4	68
10.2) Errors related to mispronunciation	3	5	-	1	-	1	2	1	-	-	13
Diction:											
11.1) Meaning not clear	9	3	11	-	-	3	1	2	-	-	29
11.2) Wordiness, redundancy, deadwood	9	-	1	-	1	2	2	-	-	2	17
11.3) Nonstandard words--slang, colloquialism, jargon, invented words	18	2	3	1	10	3	3	-	-	-	40
11.4) Problem with connotation	3	1	1	1	-	-	-	-	-	-	6
Syntax:											
12.1) Ambiguous or unclear word order	9	1	5	-	-	2	1	-	-	-	18
12.2) Mixed construction	1	11	1	-	2	2	2	-	-	-	19
12.3) Lack of parallelism	5	10	4	7	1	3	1	-	2	2	35
12.4) Misuse of idiom	3	3	-	-	-	1	-	-	-	-	7
12.5) Misuse of preposition	6	1	-	-	-	-	1	3	-	-	11

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Number of Prescriptions Requested during the Term by Instructor by Level

Level B (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	70	104	66	104	100	34	18	34	28	32	590
Unity and coherence:											
13.1) Lack of transition(s).	6	2	1	-	2	7	-	-	-	-	18
13.2) Lack of related sentence patterns	-	-	-	-	-	-	-	3	-	-	3
13.3) Digression(s).	1	15	1	-	2	3	-	-	-	-	22
Method of development:											
14.1) Inadequate use of definition	4	2	1	-	-	-	1	20	-	-	28
14.2) Inadequate use of description.	-	1	-	-	1	2	-	-	-	-	4
14.3) Inadequate use of classification	1	11	-	-	2	-	-	-	-	2	16
14.4) Inadequate use of comparison/contrast. . . .	3	8	-	-	4	3	-	-	-	-	18
14.5) Inadequate use of examples, illustrations, reasons, details, facts, statistics.	8	12	6	-	1	-	2	-	-	1	30
Planning and writing the composition:											
15.1) Too broad a topic for development.	-	-	1	-	2	-	-	-	-	1	4
15.2) Inadequate thesis--vague, too broad, lacks argumentative edge	3	3	1	1	12	4	2	-	-	1	27
15.3) Lack of logical organization	2	2	-	1	-	1	-	1	-	-	7
15.4) Title inadequate or incorrectly punctuated . .	1	7	1	-	3	-	-	-	-	-	12
15.5) Insufficient proofreading and editing. . . .	1	2	37	2	-	-	2	-	-	4	48
Modifier:											
16.1) Dangling	-	-	-	1	-	-	-	-	-	-	1
16.2) Misplaced	1	3	-	-	-	-	-	-	-	-	4
16.3) Misuse of comparatives and superlatives . . .	-	-	-	-	-	-	-	-	-	-	-

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Number of Prescriptions Requested during the Term by Instructor by Level

Level B (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	70	104	66	104	100	34	18	34	28	32	590
Subordination/coordination:											
17.1) Choppiness--overuse of short declarative sentences	13	-	-	-	1	-	-	1	5	-	20
17.2) Stringy sentences--overcoordination	-	-	-	-	-	-	-	-	-	-	-
17.3) Incorrect emphasis of non-subordinate ideas	-	3	-	-	-	-	-	-	-	-	3
17.4) Incorrect coordination of non-coordinate ideas	-	-	-	-	-	-	1	-	-	-	1
Outlining:											
18.1) Illogical relationships among ideas	-	-	-	-	1	1	1	-	-	-	3
18.2) Inconsistent format	2	1	-	-	1	-	-	-	-	1	5
18.3) Insufficient generation of ideas	1	-	-	-	-	2	-	-	-	2	5
Special paragraphs:											
19.1) Inadequate introductory paragraph	9	34	5	-	8	3	-	-	-	6	65
19.2) Inadequate developmental paragraphs	8	32	1	-	2	-	-	-	-	3	46
19.3) Inadequate concluding paragraph	-	3	2	2	5	3	-	-	-	3	18
Logic:											
20.1) Faulty generalization(s)	37	4	5	2	3	6	1	1	-	4	63
20.2) Circular argument (begging the question)	3	4	-	1	-	1	2	1	-	-	12
20.3) Non sequitur (conclusion does not follow from premise)	-	-	-	-	-	-	-	-	-	-	-
20.4) Oversimplification	-	-	-	-	-	-	-	-	-	-	-

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level C

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	-	-	3	1	81	19	-	-	-	-	104
Positive reinforcement:											
2.1) Content--original, creative, interesting			-	-	16	9					25
2.2) Language--effectively used			-	-	7	2					9
2.3) Few mechanical errors			2	-	2	4					8
2.4) Style--clear, direct, forceful			-	1	8	4					13
Fragment:											
3.1) Fragment	DOES NOT APPLY	DOES NOT APPLY	-	-	1	3	DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	4
Fused sentence:											
4.1) Run-on			-	-	-	-					-
Subject/verb agreement:											
5.1) Singular subject/plural verb, plural subject/ singular verb			-	-	-	-					-
5.2) Problem with indefinite subject			-	-	-	-					-
5.3) Object of simple or compound preposition mistaken for subject			-	-	-	-					-
5.4) Problem with inverted subject and verb			-	-	-	-					-

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level C (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	-	-	3	1	81	19	-	-	-	-	104
Verb usage:											
6.1) Shift in tense			-	-	1	-					1
6.2) Ineffective use of voice			-	-	-	-					-
6.3) The subjunctive			-	-	-	-					-
Pronoun:											
7.1) Vague or ambiguous reference			-	-	-	-					-
7.2) Misuse of relative pronoun			-	-	-	-					-
Punctuation:											
8.1) Misuse or omission of semi-colon, colon			-	-	2	-					2
8.2) Omission of commas to separate			-	-	-	-					-
8.3) Omission of commas to enclose			-	-	-	-					-
8.4) Misuse of dash, parentheses			-	-	-	-					-
8.5) Mispunctuation of titles in the text of a paper			-	-	-	-					-
Sentence:											
9.1) Faulty syntax			-	-	-	-					-
9.2) Faulty modification			-	-	-	-					-
9.3) Faulty subordination, coordination			-	-	-	-					-
Spelling:											
10.1) Errors			-	-	-	-					-
10.2) Positive reinforcement			-	-	-	-					-

DOES NOT APPLY

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level C (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	-	-	3	1	81	19	-	-	-	-	104
Diction:											
11.1) Inappropriate because of inexactness, wordiness, usage of nonstandard words, problem with connotation	DOES NOT APPLY	DOES NOT APPLY	-	-	1	1	DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	2
11.2) Trite, stilted, lifeless, inflated language			-	-	2	1					3
Style:											
12.1) Lack of sentence variety			-	-	-	1					1
12.2) Inappropriate tone			-	-	-	-					-
12.3) Inappropriate for selected audience			-	-	-	1					1
12.4) Misuse of figurative language-- mixed or incongruous metaphor, faulty figure of speech, false analogy			-	-	-	-					-
Narrative:											
13.1) Inadequate because of problems with such elements as point of view, tense, pace, detail			-	-	4	-					4
13.2) Positive reinforcement			-	-	9	3					12
Persuasive argument:											
14.1) Inadequate because of problems with such elements as examples, stance, diction			-	-	5	-					5
14.2) Positive reinforcement			-	-	10	-					10

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level C (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	-	-	3	1	81	19	-	-	-	-	104
Descriptive writing:											
15.1) Inadequate because of problems with such elements as modifiers, details, diction. . . .	DOES NOT APPLY	DOES NOT APPLY	-	-	7	2	DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	9
15.2) Positive reinforcement			-	-	9	2					11
Expository writing:											
16.1) Inadequate because of problems with such elements as general and specialized information, support			1	-	-	-					1
16.2) Positive reinforcement			1	1	1	1					4
Literary analysis:											
17.1) Inadequate because of problems with such elements as introduction, interpretation, quoted material.			-	-	-	-					-
17.2) Positive reinforcement			-	-	-	-					-
Research:											
18.1) Plagiarism			-	-	-	-					-
18.2) Faulty quotation(s).			-	-	-	-					-
18.3) Faulty documentation--mechanical errors in bibliography and footnotes			-	-	-	-					-
18.4) Sources lack variety--types, authorship, number			-	-	-	-					-

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

Number of Prescriptions Requested during the Term by Instructor by Level

Level C (Cont'd)

PRESCRIPTIONS	INSTRUCTOR										
	FR1	FR2	FR3	FR4	FR6	FR7*	DR1	DR2	DR3	DR5	TOTAL
Number of Assignments Processed	-	-	3	1	81	19	-	-	-	-	104
Organization:	DOES NOT APPLY	DOES NOT APPLY					DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY	
19.1) Introductory paragraph lacks style			-	-	-	2					2
19.2) Lack of transitional words, sentences			-	-	-	1					1
Logic:											
20.1) Illogical assumption(s), opinion(s), conclusion(s), judgment(s)			-	-	-	-					-
20.2) Positive reinforcement			-	-	-	-					-

*The FR7 group had a ten-week term; all the other groups had a fifteen-week term.

APPENDIX G

PROGRAMS FOR THE ASSESSMENT OF WRITING

I. What is holistic scoring?

A. The theory

1. The whole of a piece of writing is greater than any of its parts.

2. English teachers, though they may have difficulty in giving a verbal description of writing ability that is recognizable to all, can recognize good writing when they see it.

3. Though in an analytic reading teachers may not agree on the weight to be given a particular trait, these same teachers will, in judging a work as a whole, rank papers in much the same way.

4. No aspect of writing skill can really be judged independently; the halo effect is always strong.

B. The method

1. The standards

a. Standards are not imposed upon readers; readers themselves determine standards.

b. Papers are not judged against an ideal, but against what is: what students have written on this topic at this time.

c. Standards must be maintained and reinforced throughout the reading.

2. The judgments

a. Judgments are made on anonymous papers.

b. Judgments are independent.

c. Multiple judgments on each paper are mandatory.

d. Judgments must be quick and immediate.

e. Judgments must be definite, for the score scale has no middle points.

3. The scoring

   a. The score is the sum of all the readers' judgments.

   b. Some discrepancies in the scores the readers give are to be expected.

   c. Wide discrepancies between readers' scores must be corrected immediately.

   d. Regular divergence from the standards on the part of any reader must be corrected.

II. Why use holistic scoring?

   A. It is efficient.

   B. It is reliable.

   C. It emphasizes what is right rather than what is wrong with a piece of writing.

   D. It requires consensus among readers.

   E. It encourages evaluation of the program, as well as the individual pieces of writing.

III. How is a topic scored? (Actual reading)

   A. The topic is read and analyzed.

   B. The ground rules are established.

   C. The standards are set through the use of sample papers.

   D. The papers are read.

      1. First reader's score must remain unknown to other readers.

      2. All papers should be read once before any are read twice.

      3. Readers must be allowed to rest regularly.

      4. Papers must flow efficiently from reader to reader.

IV. What makes a good topic?

A. The interest to the students.

B. The interest to the readers.

C. The range of writing it produces.

D. The relative objectivity with which it can be scored.

V. Of what use is holistic scoring in the schools?

A. It can promote communication about the teaching of writing among faculty members.

B. It can be used to measure growth in students' writing ability.

C. It enables teachers to score writing assignments quickly and reliably.

D. It calls for multiple evaluations.

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APPENDIX H

MIAMI-DADE COMMUNITY COLLEGE

RSVP PROGRAM FOR INDIVIDUALIZED ANALYSIS OF WRITING

SUMMARY OF STUDENT EVALUATIONS

FIELD STUDY WINTER 1978-79

	AGREE %	AGREE SOMEWHAT %	DISAGREE SOMEWHAT %	DISAGREE %	NO RESPONSE %	ITEM MEAN* %
I liked the RSVP welcome letter.	68.0	26.4	3.2	1.6	.8	3.61
I do not like to write.	9.6	33.6	22.4	32.0	2.4	2.78
The letters were helpful.	56.0	38.4	3.2	2.4	-	3.48
I would like to see RSVP used in my other classes.	58.4	29.6	6.4	5.6	-	3.41
The words in the letters were hard to understand.	3.2	14.4	18.4	63.2	.8	3.43
The comments in the letters were too simple.	5.6	20.8	28.8	44.0	.8	3.12
I feel that the letters have helped me to understand the strong points in my writing.	54.4	31.2	7.2	6.4	.8	3.35
I feel that the letters have helped me to understand the weak points in my writing.	68.0	26.4	4.0	1.6	-	3.61
I feel that the letters have helped me to write better.	41.6	42.4	11.2	4.8	-	3.21
The letters were similar.	28.8	42.4	21.6	6.4	.8	2.06
I feel that I learned something new from each letter.	36.8	44.0	11.2	6.4	1.6	3.13

Note: The percentages are based on evaluations received from 125 students.

* After directionality of responses has been adjusted, item mean is computed on a four-point scale with 4 being most favorable. "No responses" are not included.

	AGREE %	AGREE SOMEWHAT %	DISAGREE SOMEWHAT %	DISAGREE %	NO RESPONSE %	ITEM MEAN %
I feel that the letters said the same thing over and over each week.	9.6	32.8	24.8	32.8	-	2.80
I do not understand how the letters applied to what I wrote in my assignment.	4.0	14.4	24.0	56.8	.8	3.35
I feel that the letters will help me write better in the future.	53.6	36.8	4.0	4.8	.8	3.40

	NONE	SOME	MOST	ALL	NO RESPONSE	ITEM MEAN
What part of the letters did you read?	0	12.8	20.0	66.4	.8	3.54
I kept the letters.	2.4	4.0	9.7	83.9	.8	3.76

	NEVER	SOMETIMES	OFTEN	ALWAYS	NO RESPONSE	ITEM MEAN
I brought the letters to class when I had an assignment to write.	12.8	26.4	7.2	52.8	.8	3.01
I brought the letters to class even when I did not have an assignment to write.	12.8	24.0	10.4	52.8	-	3.03

	MORE THAN	THE SAME AS	LESS THAN	NO RESPONSE	ITEM MEAN
I like writing _____ I did when I started this class.	41.6	49.6	4.0	4.8	3.40

WRITTEN STUDENT COMMENTS FOR ITEMS 21 & 22

No. 21: I think my main concern was with my grade and once I saw what it was, I lost interest in a sense.

No. 22: The RSVP helped me alot and other students should be able to learn as I have from RSVP.

I enjoyed the letters. They helped some. Thanks!

No. 21: The basic openers I failed to read for they were mostly the same, but as far as the actual content, I went over that several times.

I just didn't read them. I didn't go back to correct my errors.

I read the introductory paragraph and glanced at any comments. I object strongly to receiving computerized assessments. If I have any problem with a writing assignment, I will confer with my instructor. Our society is already heading for total de-personalization; I don't wish to rush 1984.

No. 22: No. 18 - Only because I was making the same mistake.

The letters worked well. They showed my weak points. The letters don't do any good if you don't read them.

No. 21: NO COMMENTS

No. 22: I've enjoyed being in English 100, and I think I'm leaving a little more educated English-wise.

The letters only repeated to me what I already knew about my writing. My instructor was more helpful because she could answer my questions. I think it would be great for younger students.

I feel it is a great additive to the course; I would love to see it implemented in all courses. It was a big help for me. It pointed out weaknesses I wasn't aware of. I am glad you were part of my English 100 class.

This system is helpful and effective.

(18) I always repeated the same mistakes—the ED ending.

Written Student Comments for Items 21 & 22 (cont.)

No. 21: NO COMMENTS

No. 22: NO COMMENTS

No. 21: I did read all of it.

No. 22: That statement at the beginning of the letter is not necessary. "You are putting forth great effort...etc."

I feel teacher's comments written directly by each mistake in a paper is more helpful. This system is of some help though. In other science related courses I think this system would be more helpful. In Anatomy this was used and I found it to be much more helpful than in this class.

I have no further comment. I believe these letters are very helpful.

I think that the mistakes we make in our writing not only should be told to us in the letters, but the letters should explain and give examples of the mistakes we make.

No comments, everything is clear.

The RSVP should be made available for all college classes.

I think that this may help me to write better in the future. and that it is a good course to learn how to write.

No. 21: Sometime I look at paper just as a reminder that I got the assignment.

I plead the 5th Amendment.

No. 22: #6-I would like to see them used in other classes but just as additional helpers not as the final word. I liked the letters.

My only comment is that Dr. Link grades the papers too strict!! And to me a D+ is the same as a C so why not give the person the benefit of the doubt.

Written Student Comments for Items 21 & 22 (cont.)

No. 22: In this class I have accomplished more because at the beginning I could not write a sentence. The Skill Lab helped me alot.

No. 21: I don't like reading from a computer. It is impersonal.

I haven't read most of the letters because sometimes I don't have to much time. Because I got a lot of homework to do. And I tried real hard this semester, that's why I'm doing all my homework, etc.

No. 22: The letters should include some more positive comments.

I always keep my letters in my notebook, that's why they're with me everyday wether I need them or not.

I think the instructor should explain in full how to understand these feedbacks from the commuter.

No. 21: I answered all.

I would need more studying and learning to read about the English classes. I'm going to learn to write and reading in the sentence. I would stay in the English classes. I don't understand that the new form each words. But I know some the new form each words.

No. 22: If there is some psychological problem.

The letters help me find the strong and weak points of my writing. It made me aware that most of the time, I write without putting in the puntuation.

In Question one it asked, "I liked the RSVP welcome letter." My answer was, quote, "Agree somewhat." The reason I made this statement is that I learned more from teacher-student relationship better than the computer letters.

I would like and reading to how about the something new form each words. I'm really interesting and reading about the new form words and get improving in sentence. I would need more learning and writing on the sentence and new form each words in better. I'm would learning more English and write in sentence.

Written Student Comments for Items 21 & 22 (cont.)

No. 21: NO COMMENTS.

No. 22: Have a very nice spring break vacation.

I don't think I will ever get used to writing or even like writing, but I think the computer printouts were a good idea. They told you what you were doing wrong and gave good examples of the right way it should have been done.

Question six - I feel the use of RSVP is very helpful to students in English composition courses - Yet, I don't believe RSVP could be very helpful for students of Math, Biology, Chemistry, or Economics, etc.

APPENDIX I

MIAMI-DADE COMMUNITY COLLEGE

RSVP PROGRAM FOR INDIVIDUALIZED ANALYSIS OF WRITING

SUMMARY OF FACULTY EVALUATIONS

FIELD STUDY WINTER 1978-79

	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE
OVERALL REACTION TO RSVP				
I would like to continue using RSVP in my English classes.	4	4	1	1
Overall, I found RSVP to be helpful in my English classes.	4	4	2	0
I found using RSVP to be very frustrating.	2	1	4	3
It was very frustrating trying to locate the appropriate prescription for a student's error.	1	2	4	3
RSVP saved me time in grading the assignments.	1	1	1	7
Using RSVP along with my written comments took too long.	2	3	4	1
REACTION TO PRESCRIPTIONS				
The errors on my students' papers generally were not covered by the RSVP prescriptions.	0	3	6	1
RSVP lacked prescriptions that I would like to have used.	3	6	1	0
The language levels of the prescriptions were adequately suited to the reading levels of my students.	5	4	1	0
RSVP provided prescriptions that cover the basic errors common to most students' writing.	3	6	1	0

	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	
The prescriptions provided more detailed information than I would normally write on a student's paper.	7	2	1	0	
The RSVP prescriptions provided each student with consistent feedback.	3	6	1	0	
RSVP does not offer enough positive feedback.	2	4	2	2	
REACTION TO RSVP & THE STUDENT					
The RSVP letters formed a good personalized handbook for each student.	4	2	2	2	
The students seemed to read their letters.	5	2	3	0	
The students viewed the letters as an expression of my personal concern for them.	3	3	2	2	
The RSVP system helped the students to see the grading of their papers as more objective.	3	3	2	1	1 no response
REACTION TO RSVP AS A RECORD-KEEPER					
The RSVP system helped me maintain better records of each student's progress than I would have maintained without using RSVP.	2	4	2	2	
Using the RSVP system made it easier for me to keep track of each student's work than not using the RSVP system would have done.	2	3	4	1	
Change of grid level in my evaluations was a good indicator of the change in a student's progress.	0	1	6	3	
The Status Report helped me to be aware of each student's progress.	2	5	0	3	

	STRONGLY AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	STRONGLY DISAGREE	
Change of grid level usually did not relate to an assessment of a student's overall progress; it meant that a particular prescription I wanted to use was on the grid I chose.	8	1	1	0	
RSVP helped me to be aware of the feedback that I gave to each student.	4	3	3	0	
The Status Report helped students see their writing from an overall perspective.	1	6	1	1	1 no response
REACTION TO RSVP AS A STRUCTURED APPROACH					
The RSVP grids provided me with a structured approach to grading papers.	3	4	3	0	
I found myself grading all my English papers with the RSVP grids in mind.	1	4	4	1	
RSVP provided me with a consistent approach to grading papers.	3	4	2	1	
The RSVP grids provided me with an objective approach to grading papers.	2	5	3	0	

OVERALL REACTIONS

Positive	Negative
Individualized instruction	Took extra time to complete computer cards
Provided needed repetition	Took too much turn-around time
Saved time in record-keeping	Had prescriptions that may not be able to be followed by poor readers
Provided more time in class to go over areas of organization and development in writing	Lacked material for some errors
Gave students a personalized, detailed handbook	Needed more positive statements
Motivated students	Limited and restricted responses

RSVP'S EFFECT ON TEACHING

Positive	Negative
Made it possible, through the grids, to cover pertinent areas of deficiency in class	Posed a problem in the overnight turn-around time after the papers were graded
Made it possible to eliminate some areas of grammar from class instruction	Because of the experimental study, posed some restrictions (in number and types of assignments, e.g.) that had nothing to do with the merits of RSVP itself
Encouraged and fostered a more systematic approach to grading students' essays	
Made it possible to experiment with more methods of development with students	

RSVP PRESCRIPTIONS

Positive	Negative
Provided examples with the explanations	Lacked correspondence to what some students had written
Provided encouragement for the student	Repeated the same prescription
Showed models that were well written	Needed more positive statements
Covered the main problems	Did not cover enough areas in writing
Put the necessary information in the students' hands	Did not provide the help needed by lab students
Gave feedback that was consistent	Needed improvement in terms of variety
Made prescriptions available at different levels	Had prescriptions at Level B that were too sophisticated and at Level C that were incomplete
Used a personal approach that motivated students to read	

RSVP'S EFFECT ON GRADING

Positive	Negative
Increased objectivity	Doubled the teacher's work
Made grading more systematic	(Bubble, bubble, bubble equals trouble, trouble, trouble)
Resulted in fewer students contesting their grades	
Allowed for greater attention to individual student's needs	
Forced immediate grading of papers	
Increased awareness of students' work through the Status Report	

RSVP'S CONTRIBUTION TO RECORD KEEPING

Positive	Negative
Provided information on recurring problems	Needed to have letters be sorted alphabetically
Listed the assignments turned in	Needed to indicate late submission of papers
Did a better job than the teacher	Covered, in the Status Reports, only the errors processed through RSVP
Helped with the conferences when Status Reports were used	
Provided students with records that were more explicit	

RSVP'S EFFECTS ON STUDENTS' WRITING

Positive	Negative
Individualized instruction	May cause the student to feel overwhelmed when errors recur
Made information accessible	May not help the student who needs the help most
Encouraged repetition when necessary	Sometimes gave students difficulty in relating the prescriptions to their essays
Helped those who wished to be helped	Did not cover all areas
Improved motivation through the novelty of the system	

RSVP'S EFFECTS ON STUDENTS' ATTITUDE TOWARD WRITING

Positive	Negative
Made students feel gratitude for the individualized feedback and the instructor's concern	Overwhelmed students
Improved students' attitude	Had negative effects on students who did not try
Too soon to say	Made some see the letters as depersonalized

APPENDIX J

LIST OF REVIEWERS

Working Model

Miami-Dade Community College:
Dr. Norbert Artzt
Dr. George Bergen
Mrs. Joyce Crawford
Mrs. Sunny Emerson
Dr. Mary King
Dr. Peter Lindblom
Mrs. Elaine Ludovici
Dr. Stanley Miron
Mrs. Suzanne Richter
Dr. Dave Sherman
Mrs. Carleen Spano
Mr. Satya Tandon
Ms. Leila Walker

****

Florida International University:
Dr. Harry Antrim
Dr. Lynn Berk

University of Miami:
Dr. Phyllis Franklin
Dr. Ronald Newman

****

Bergen Community College:
Dr. Mia Klein

Broward Community College:
Dr. George Shelby Lee
Dr. Eric Reno

Dallas County Community College District:
Dr. Edward Garcia

Northern Virginia Community College:
Mr. William Harrison

Prescriptions for Level A

Miami-Dade Community College:
Mr. David Altshuler
Dr. George Bergen
Mrs. Barbara Brundage
Mr. Don Early
Mrs. Sunny Emerson
Mrs. Ninon Rodriguez
Dr. Audrey Roth
Dr. Louise Skellings
Mr. Satya Tandon
Mr. Bill Williams

Broward Community College:
Dr. Donna Wilkinson

Northern Virginia Community College:
Mr. William Harrison

****

Prescriptions for Levels B and C

Miami-Dade Community College:
Mrs. Barbara Bennett
Mrs. Barbara Brundage
Mr. Don Early
Mrs. Sunny Emerson
Mrs. Ninon Rodriguez
Dr. Audrey Roth
Dr. Louise Skellings
Mr. Satya Tandon
Mr. Bill Williams

Bergen Community College:
Dr. Mia Klein

Broward Community College:
Dr. George Shelby Lee

Dallas County Community College:
Dr. Edward Garcia

Northern Virginia Community College:
Mr. William Harrison

Prescriptions for Level P

Miami-Dade Community College:
Mr. Norbert Artzt
Ms. Fran Britton
Ms. Meg Casey
Mrs. Ninon Rodriguez
Dr. Audrey Roth

Bergen Community College:
Dr. Mia Klein

Broward Community College:
Ms. Debbie Rosen

The following documents are available from Miami-Dade Community College to accompany this Research Report:

Review of Literature

(which summarizes recently published research and information on the improvement of writing)

Manual for Faculty Users:
Parts I, II, and III

(which explains the RSVP Feedback Program for Individualized Analysis of Writing)

The Prescriptions

(which duplicates all the computer-printed feedback)

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